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## HOPE & LG LRN

### Developing Language Learners' HAISCM: Hope, Agency, Imagined Selves and Communities Motivation

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How can we help students be more hopeful in their language studies, give them more successful experiences that motivate them to want more, give them agency so they feel they control some of the language?

**HOPE = PATHWAYS THINKING (ways) + AGENCY THINKING (confidence to act)** As Snyder et al. (1999, p.188) suggest, "the more important issue is the degree to which given therapeutic approaches [*educational approaches*] derive their effectiveness through teaching people to have productive pathways to reach their goals and fostering the determination to use those pathways." For teachers we might ask, "To what degree do our methods provide productive pathways and confidence?" In both therapy and education, much can be accomplished through "**blaming the patient/student**" for success, i.e. attributing their successes to *whatever they are doing*

**AGENCY:** "the socioculturally mediated capacity to act" (Ahearn, 2001). Taking more control over one's life and work through languaging (Swain 2005), grammaring (Larsen-Freeman, 2003), and participating (Sfard 1998). Student Voice: Action Logs, LL Histories, Petitions, Surveys, Volunteer Work, etc.

**Imagined (Possible) Selves:** Imagined, ideal, or possible selves are our fantasies and goals about what we might become in the future. These can be very motivational. Even visualizing an undesirable self that we could become and spur us into action. However, it is usually more pleasant to think of the positive things we might become. Very importantly these ideas for possible selves usually come from the people around us, our peers, in our communities.

**Communities:** Communities can be past, present, and imagined communities. Our past experiences with communities and their ability to inspire us or not are very important. We have our present communities and classes that we feel a more or less belongingness to. And finally we have imagined communities that we imagine exist and that we belong to but we never know all the members and it is more of an abstraction. All of these communities contribute to our learning. Teachers, in my opinion, need to concentrate on the present communities and help them to become friendly and in good rapport with each other so that they can imagine together and make their aspirations contagious, that is give each other hope, pathways, confidence, and agency.

**ASKING:** "Those who engage in surveys want to catalogue behavior, not to influence it. But social scientists have discovered an odd fact: when they measure people's intentions, they affect people's conduct. The "mere-measurement effect" refers to the finding that when people are asked what they intend to do, they become more likely to act in accordance with

their answers. This finding can be found in many contexts. If people are asked whether they intend to eat certain foods, to diet, or to exercise, their answers to the questions will affect their behavior. In our parlance, the mere-measurement effect is a nudge, and it can be used by private or public nudgers." Thaler, R. Sunstein C. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New York: Penguin p. 7.

聞くは一時の恥、聞かぬは一生の恥。

## Participation Pathways

**SD4 A** \_\_\_\_\_  
**SD1 S** \_\_\_\_\_ **Howru**  
**SD2 N** \_\_\_\_\_ **WhatTime?**  
**SD3 P** \_\_\_\_\_ (MC Bateson 1994 p 41)

Riddle: Some research showed that students in the US retain approximately

10% of what they \_\_\_\_\_ (say, hear, read, see, do, combinations, etc.)

26% of what they

30% of what they

50% of what they

70% of what they

90% of what they \_\_\_\_\_ Question: Who learns the most in schools? \_\_\_\_\_

WANT TO	KNOW HOW TO	CHANCE TO
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TPR, Shadowing, Song, Self-talk, Mentions Reformulation (Mary), Short Stories, Convers....

→ Lower Risk ->--->----->----->----->--- Higher Risk --->...

### Interactive Activities (easiest to more complicated)

TPR (UDLRFBBBB) (Intonation-1-50) (French Lesson) (10 Idioms)

Shadowing I (Lecture: complete to selective)

Reading, video, radio, subway,

Shadowing II (conversational: complete to selective to interactive)

Putting the listener more in control, gentle input correction

Song-Sub strategies: Chunking, back formation, rhythm, singing, recycling: SuperH

SSIMHP- Din (Bear Song) Shadowing Pauses (Teachers work too much)

Self Talk ("you can do it!") Tape Affirmations, Self-Sing, 5-ways to H.

### **Mentions (tennis) // Imagine Einstein**

### **Recycling Formations in Class (Improving Short Term Memory):**

10-15 min. max. teacher talk- then reformulate (acts of appropriation)

Do pair & small group work (reformulation, questionnaires, correcting & comparing answers etc.)

Change partners- same class time & report what you said with the first partner.

Change partners/seats- Every day/week, change partners. Half the class out or asleep//Walk-talk-

TPR (socialization- making friends- speed dictations)

MISS Takes Stories XXX

### **Recycling (Improving Long Term Memory)**

Action logs, teaching others, cassettes, telephones homework, self-talk, secret friends

- Q1. To what extent would you like to use the TL in **your daily life** after graduation?  
 Not at all Very much  
 1 2 3 4 5 6
- Q2. To what extent would you like to be using the TL in **your daily life** in 20 years?  
 Not at all Very much  
 1 2 3 4 5 6
- Q3. To what extent would you like to get a **job** using your the TL abilities after graduation?  
 Not at all Very much  
 1 2 3 4 5 6

Q4. To what extent would you like to be using the TL in your **work** in 20 years?

Not at all

Very much

1

2

3

4

5

6

Q5. Could you describe in your own words a possible job you might have using the TL? What exactly would you be doing in the job and how would you use your the TL?

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### Associative and Parallel Thinking



How often do you think your students change the channel?



Old dogs can't learn new tricks?

Tell me and I'll forget  
Show me and I may remember  
Involve me and I'll understand

An Old Chinese Proverb

Murphey's addition: Have me teach another  
and I will know

CHICKEN SOUP FOR THE SOUL 1993

Health Communications Inc.

By Carl Field & Hsu Sei

### We Learn By Doing

Not many years ago I began to play the cello. Most people would say that what I am doing is "learning to play" the cello. But these words carry into our minds the strange idea that there exists two very different processes: (1) learning to play the cello; and (2) playing the cello. They imply that I will do the first until I have completed it, at which point I will stop the first process and begin the second. In short, I will go on "learning to play" until I have "learned to play" and then I will begin to play. Of course, this is nonsense. There are not two processes, but one. We learn to do something by doing it. There is no other way.

John Holt